



**General Certificate of Secondary Education
June 2012**

Geography A

40302F

(Specification 4030)

Unit 2: Human Geography (Foundation)

Post-Standardisation

Mark Scheme

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all examiners participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for standardisation each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, examiners encounter unusual answers which have not been raised they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this Mark Scheme are available from: aqa.org.uk

Copyright © 2012 AQA and its licensors. All rights reserved.

Copyright

AQA retains the copyright on all its publications. However, registered centres for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.

GENERAL GUIDANCE FOR GCSE GEOGRAPHY ASSISTANT EXAMINERS

Quality of Written Communication

Where candidates are required to produce extended written material in English, they will be assessed on the quality of written communication.

Candidates will be required to:

present relevant information in a form and style that suits its purpose;
ensure that text is legible and that spelling, punctuation and grammar are accurate;
use specialist vocabulary where appropriate.

Levels Marking - General Criteria

Where answers are assessed using a level of response marking system the following general criteria should be used.

Level 1: Basic

Knowledge of basic information
Simple understanding
Little organisation; few links; little or no detail; uses a limited range of specialist terms
Reasonable accuracy in the use of spelling, punctuation and grammar
Text is legible.

Level 2: Clear

Knowledge of accurate information
Clear understanding
Organised answers, with some linkages; occasional detail/exemplar; uses a good range of specialist terms where appropriate
Considerable accuracy in spelling, punctuation and grammar
Text is legible.

Annotation of Scripts

One tick equals 1 mark, except where answers are levels marked (where no ticks should be used). Each tick should be positioned in the part of the answer which is thought to be credit worthy.

Where an answer is levels marked the examiner should provide evidence of the level achieved by means of annotating 'L1', 'L2' or 'L3' in the left hand margin.

The consequent mark within this level should appear in the right-hand margin.

Ticks must not be used where an answer is levels marked.

Examiners should add their own brief justification for the mark awarded e.g. *Just L3, detail and balance here.*

Where an answer fails to achieve Level 1, zero marks should be given.

General Advice

Marks for each sub-section should be added in the right-hand margin next to the maximum mark available which is shown in brackets. All marks should then be totaled in the 'egg' at the end of each question in the right-hand margin. The totals should then be transferred to the boxes on the front cover of the question paper. These should be totaled. The grand total should be added to the top right-hand corner of the front cover. No half marks should be used.

It is important to recognise that many of the answers shown within this mark scheme are only exemplars. Where possible, the range of accepted responses is indicated, but because many questions are open-ended in their nature, alternative answers may be equally creditworthy. The degree of acceptability is clarified through the Standardization Meeting and subsequently by telephone with the Team Leader as necessary.

Diagrams are legitimate responses to many questions and should be credited as appropriate. However, contents which duplicate written material or vice versa should not be credited.

Quality of Written Communication (QWC) is part of the award of marks in levels marked answers only. In levels marked answers the quality of the geography is assessed and a level and mark awarded according to the geography. As is sometimes the case, the geography may be sound at a particular level but the examiner may not be sure as to whether there is quite enough to raise the mark within that level. In this case the examiner should consider the QWC of the answer. QWC that fulfils the criteria for the level should lead to the rise in the mark but where the QWC does not fulfil the criteria, the answer should remain at the mark first thought appropriate. In cases where QWC has been used in the award of marks, the examiner should indicate this with QWC and arrows that indicate either an upward or downward trend according to its impact on the final award of the mark.

SECTION A

Question 1: Population

- 1 (a) (i)** 2×1 **(2 marks)**
Rapidly rising population. Pressure on resources. Avoid famine/starvation. To raise living standards. Overpopulation. Population growing too fast. To reduce birth rate. **Not** over-crowding. **AO1 – 2**
- 1 (a) (ii)** 1×2 **(2 marks)**
Parents with no brothers or sisters can now have more than one child.
The family is still very important in China and if there are no uncles or aunts then eventually the family unit may die out. **AO2 – 2**
To balance the population structure/dependency ratio/ageing population. Need to look after older generation.
People living in the countryside can have more than one child.
There is still need for agricultural labour in the farming areas and children are required to work on the land. The second child may not be allowed until the first child was a girl or is at least five years old.
Ethnic minorities living in China can have more than one child.
The policy has always been directed to the Han Chinese who make up the majority of the population. Ethnic minorities make up a very small proportion of China's population so having more than one child would not make a big difference to the total population. These ethnic minorities mostly live in very remote underdeveloped parts of the country and do not contribute much to the economic growth of the country.
- 1 (a) (iii)** The emphasis needs to be on the problems which have developed as a result of the introduction of the One Child policy. These may be social, economic or political and may apply to the country as a whole or to the effect on the family. Accept references to international criticism of civil rights. **(6 marks)**
AO1 – 3
AO2 – 3

Level 1 (Basic) 1-4 marks

Simple statements listing the problem without any development of why it is a problem or the effect the problem may have

Girls may be killed. The population is getting older. Single children are spoilt. Enforced abortions. Little Emperor syndrome. Political unrest.

Annotation

- **L1 Simple points**

Level 2 (Clear) 5-6 marks

Linked statements showing some developments.

Some girls have been left to die in certain areas if the first born was not a boy. The population is getting older and so there is a possibility of a shortage of labour. Human rights are lost because of the forced abortions. Because of the number of female abortions there is a shortage of women for men to marry. Single children are spoilt and become 'little Emperors'.

Annotation

- **L2 Link to why effect is a problem**
- **L2 Link to effect of problem**

1 (b) (i) 2 or 3 correct – 2 marks. 1 correct – 1 mark. **(2 marks)**

Statement	Reason
My salary is five times more than what I would earn in Poland	ECONOMIC
Poland is a member of the EU. As a Polish citizen I can work anywhere in the EU	POLITICAL
There is a strong Polish community in Liverpool. The local Catholic church has services in Polish and there are shops selling Polish food	SOCIAL
Cheap easyJet flights from Krakow to Liverpool meant that I could travel to the UK for work	ECONOMIC

AO3 - 2

1 (b) (ii) 2×2 or 3×1 + 1×1 **(4 marks)**

Negative and/or positive effects.

Negative effects.

The birth rate will fall because it is often the potential parents who leave the country. There will be a shortage of labour because the potential workers have left the country. It is often the more skilled, better-educated people who migrate meaning there is a shortage of dentists, teachers etc.

Positive effects.

Easing unemployment, reducing the pressure of population on resources, benefits from money being sent home by migrants.

AO1 – 2

AO2 – 2

1 (b) (iii) 1×2 + 1×1 Max 2 on one push factor. Max 1 for a list. **(3 marks)**

This must be answered through reference to push factors, however there must be the recognition that the movement of refugees is a forced migration as opposed to voluntary which may be related to social or economic reasons.

AO1 – 2

AO2 – 1

There is political unrest in the refugees' country which may make their lives unsafe. There may be war or persecution in their country so their lives are threatened. An environmental disaster such as an earthquake means they have to leave their homeland because their homes have been destroyed.

1 (c) (i) Asia **(1 mark)**

AO3 – 1

1 (c) (ii) The larger the annual population increase, the larger the number of illiterate females. **(1 mark)**

A positive correlation.

AO3 – 1

- 1 (c) (iii)** The answer should look for the effect on the birth rate of the increasing education and emancipation of women. The desire for careers and the later age of marriage are the significant factors. **Only accept increased use of contraception if it is related to the females' greater knowledge due to education of its effective use.** **(4 marks)**
AO1 – 4

Level 1 (Basic) 1-2 marks

Simple statements which merely indicate the effects of increased female education, with no attempt to relate it to population growth rate.

Later age of marriage. Greater interest in careers. Greater knowledge of contraception.

Annotation

- **L1 Simple statements**

Level 2 (Clear) 3-4 marks

Developed statements showing the link between increased female education and the slowing of the population growth rate.

Women are getting married later and so there is a reduced time for them to have children hence the birth rate is lower. Women who have been educated are more likely to want to have a career and so are likely to put off marriage until they are older in order to pursue their careers. Educated women are more likely to know how to use contraception effectively and successfully and so have fewer children.

Annotation

- **L2 Clear link to effect on birth rate**

Question 2: Changing Urban Environments

- 2 (a) (i)** Completed line – 1 mark for going through the 6 and 1 mark for the two occasions where the line needs to go between 5 and 7. Maximum 1 if the candidate's line does not join up at both ends to the existing 6 line. **(2 marks)**
AO3 – 2
- 2 (a) (ii)** 2×1 **(2 marks)**
Highest pollution in the centre/around Oxford Circus. Highest pollution along road/less pollution away from the roads. Steep drop in pollution levels near the centre. More gradual decline further away from the centre. High pollution levels in a linear pattern along Oxford Street. **AO2 – 2**
- 2 (a) (iii)** 1×2 No marks for air pollution or acid rain. **(2 marks)**
Accidents due to people trying to cross the road. Time wasting during journeys to work because of traffic jams. Road rage and noise. **AO1 – 2**
Congestion without some qualification, not creditworthy.
- 2 (a) (iv)** The candidate's answer must show how the solution may impact on the effect of road traffic, which is likely to be environmental but accept other aspects such as social or economic. **(4 marks)**
AO1 – 4

Level 1 (Basic) 1-2 marks

Simple statements with little or no link between the proposed solution and the effect of traffic reduction or management. Maximum 1 if merely a name of solution. Maximum 1 for a list.

Pedestrianisation will reduce the number of cars entering the CBD. Increased use of public transport will reduce the number of cars on the road.

Annotation

- **L1 Simple statements**
- **L1 Name of solution only**

Level 2 (Clear) 3-4 marks

Linked statements showing how the solution will reduce the impact of road traffic in cities.

Pedestrianisation will mean that there are fewer traffic accidents because cars and pedestrians will not be in the same area. More people going by public transport will reduce the number of cars on the road, which means less money and time will be lost by people being caught up in traffic jams.

Annotation

- **L2 Clear link of solution to traffic management**

2 (b) (i)	2×1 Large percentage (88%) with no access to piped water. Regular flooding by the sea. No proper sewage system. Only 12% access to piped water.	(2 marks) AO1 – 1 AO3 – 1
2 (b) (ii)	1×2 or 2×1 Poor health and disease due to drinking polluted water. Smelly environment.	(2 marks) AO1 – 1 AO2 – 1
2 (b) (iii)	1×2 or 2×1 Lack of funds for building effective sewerage system/infrastructure. Rapidly rising population. Lack of technology.	(2 marks) AO1 – 2
2 (c) (i)	3×1 Large car ownership requiring petrol. Oil is used to turn seawater into fresh water. Rapid build construction. Irrigation for golf courses. Indoor skiing facilities. Any three valid phrases (do not have to use the exact wording), or comments based on photos.	(3 marks) AO2 – 2 AO3 – 1
2 (c) (ii)	The answer can consider sustainable living at different scales – such as a whole settlement such as Curitiba or Dongtan or a smaller scale development such as an individual house or estate. Maximum Level 1 if no name. Max Level 1 if rural.	(6 marks) AO1 – 3 AO2 – 3

Level 1 (Basic) 1-4 marks

Simple statements without any reference to any case study.

They use renewable energy. There is plenty of public transport. There are plenty of open spaces. People are included in the decision making process.

Annotation

- **L1 Simple statements**

Level 2 (Clear) 5-6 marks

Linked statements with at least the name of a case study.

In Dongtan there is a way of disposing of waste safely. There is a farming area in the city to provide food. There is open space where people can go riding.

Annotation

- **L2 Case study name**
- **L2 Clear description of features of sustainable urban living**

Question 3: Changing Rural Environments

- 3 (a) (i)** Brazil (1 mark)
AO3 – 1
- 3 (a) (ii)** 2×1 or 1×2 (2 marks)
Needs to show evidence of the use of the atlas extract
In Brazil/Rondonia. South east of the River Madeira. North east of River Guapore/Mamoré. South west of Serra de São João/Grande/de Providência. AO2 – 2
- 3 (a) (iii)** Logging (beef) farming/mining/quarrying/transport infrastructure developments. (1 mark)
AO1 – 1
- 3 (a) (iv)** A case study is **not** a requirement here but the necessary clarity is likely to have some reference to a tropical farming area, e.g. Amazonia. Does not need to be a rainforest. (6 marks)
AO1 – 3
AO2 – 3

Max L1 if only a description of farming with no reference to forestry or mining.

Level 1 (Basic) 1-4 marks

Simple statements largely concerned with the effect of forestry or mining activities with little reference to the impact on the traditional farming.

The trees are cut down to clear land for cattle farming. The mining company clears the forest so that they can get at the minerals below the ground.

Annotation

- **L1 Simple statements**

Level 2 (Clear) 5-6 marks

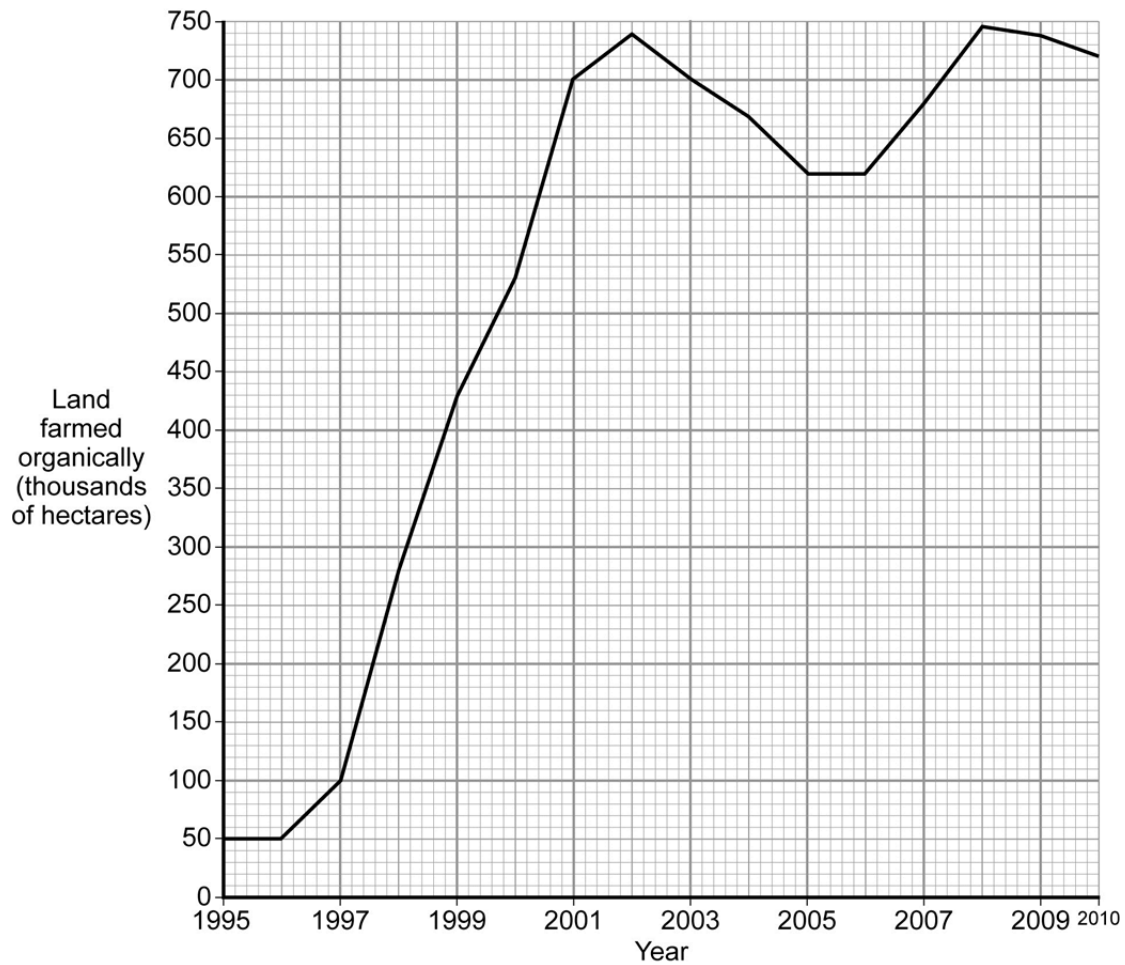
Linked statements with the link between forestry and/or mining and the traditional farming clearly expressed.

The traditional farming of slash and burn cannot be carried on because the logging companies clear the land and the soil becomes exhausted. Farmers who are farming traditionally get ill from the metals like mercury that get into their water and so they cannot work.

Annotation

- **L2 Clear link between forestry and effect on traditional farming**
- **L2 Clear link between mining and effect on traditional farming**

3 (b) (i) Correctly plotted – 1 mark for the correct plot and 1 mark for joining up the plots. (2 marks)



AO3 – 2

3 (b) (ii) 700 (1 mark)

AO3 – 1

3 (b) (iii) 2×1 (2 marks)

Varies (1) – details – credit use of figures (1).

AO2 – 2

3 (b) (iv) Organic farming does not use **chemicals**. Organic farming needs **more** people (4 marks)

to work the farm. Crop yields are **lower** so more land is needed to produce the same amount. Organic farming is adding to global warming because the cows produce more **methane**.

AO1 – 4

3 (c) (i) 2×1 (2 marks)
AONB/National Parks/Green Belts/SSSIs/Restricting planning permission or appropriate descriptive statement. AO1 – 2

3 (c) (ii) Skills and knowledge required to proceed beyond Level 1 – need not cover all the developments shown on the figure but there must be evidence of some use of the stimulus material. (4 marks)
AO1 – 3
AO2 – 1

Level 1 (Basic) 1-2 marks

Simple statements that are based entirely on the stimulus material and little attempt to show how the developments support the needs of the rural population.

They put on bus service. They develop rural industries. They do up village halls. Maintaining village shops and post offices. Diversification of farming.

Annotation

- **L1 Simple statements**
- **L1 Straight lifts**

Level 2 (Clear) 3-4 marks

Must be evidence of some use of stimulus material for Level 2. Linked statements that show use of **both** the stimulus material and own knowledge and attempt to show how the developments support the needs of the rural population.

Improved rural bus services means the population in the countryside is less isolated and get into the nearest town for services not available locally. The renovation of village halls means that there is a centre for the community and facilities for the population to use. Rural industries provide employment which means that the rural population do not have to commute into town for work.

Annotation

- **L2 Evidence of going beyond stimulus**
- **L2 Evidence of own knowledge**
- **L2 Clear link to needs of rural population**

Question 4: The Development Gap

- 4 (a) (i)** Accept any figure between -2°C to 1°C (nil if no units) **(1 mark)**
AO3 – 1
- 4 (a) (ii)** 30% **(1 mark)**
AO3 – 1
- 4 (a) (iii)** 1×2 **(2 marks)**
AO2 – 2
It will make farming difficult because the soils will be thin. The high altitude will mean temperatures will be very low in the winter making farming difficult. Many places will be very remote due to the relief and so will tend to remain underdeveloped. Steep slopes make farming difficult. 70% is lowland and could benefit farming. Snow and mountains therefore could become a tourist attraction.
- 4 (a) (iv)** 2×1 **(2 marks)**
AO2 – 2
Political instability. War. Poorly developed infrastructure. Poor education system. Poor health system. Large number of people per doctor. Corrupt government. An ex-communist country. A large percentage of people employed in agriculture. Low life expectancy.
- 4 (a) (v)** Can be a named EU policy/source of money with an indication of how it has been used, or more general ways industry/agriculture/urban regeneration has been supported in the poorer parts of the EU. **(4 marks)**
AO1 – 4

Level 1 (Basic) 1-2 marks

Simple statements giving details of the EU support but little attempt to show it would help the development of the poorer parts of the EU.

They give money to farmers to make improvements. They give grants for industrial development to reduce unemployment. Cities are regenerated with money. Urban Fund to improve conditions in cities. Common Agricultural Policy helping farmers. European Investment bank gives money to industry. Structural Fund for supporting rural areas. References of support for Greece or Spain over the Euro. They give grants for industrial development.

Annotation

- **L1 Named EU policy. Source of money.**
- **L1 Simple statements**

Level 2 (Clear) 3-4 marks

Linked statements showing how the support will help the poorer areas.

The European Investment Bank gave money to build industries like steelworks which as well as reducing unemployment means the country is less dependent on agriculture. Money has been given for updating housing conditions in urban areas. The European Regional Development Fund gave money to improve infrastructure. Much of this is for road transport which means industry is more profitable because of lower transport costs. The European Social Fund pays for improved education and training which means the quality of products produced is improved. This means they sell for a higher price and so there is more money for the country's development.

Annotation

- **L2 Clear link to effect on poorer areas of EU**

- 4 (b) (i)** 2×2 or 1×3 + 1+1 **(4 marks)**
 Poor World is dependent on the sale of raw materials where there are great fluctuations in price. Climate can affect the amount of agricultural produce poor countries have to export. Raw materials do not get as much money because there is less value added compared with manufactured goods. **AO1 – 4**

4 (b) (ii) **(4 marks)**

Statement	True	False
Rich countries gain very high profits because of the Fair Trade system		✓
Trading groups try to make trade between members cheaper and easier	✓	
Fair Trade is where producers in poor countries get a guaranteed price for their products	✓	
Members of a trading group can trade only with other members of the group		✓

AO1 – 1
AO2 – 2
AO3 – 1

- 4 (c) (i)** 1×1 **(1 mark)**
 It uses simple tools. It uses peoples' skills. Will benefit future generations. Employs many people. Manual labour. Low technology. No machinery. **AO3 – 1**

- 4 (c) (ii)** Will need to have at least the name of a project to reach Level 2. A development project, which is capital intensive and cannot be considered sustainable, is acceptable, e.g. a large-scale hydroelectric project as the specification is not clear on this. Accept **any** development project which could be of any scale in rich or poor world. **(6 marks)**
AO1 – 4
AO2 – 2

Level 1 (Basic) 1-4 marks

Simple statements which are non-specific and there is no reference to a named case study.

They build irrigation schemes. They improved agriculture. They gave money to improve a squatter settlement.

Annotation

- **L1 Simple statements**
- **L1 Generalised/non-specific**

Level 2 (Clear) 5-6 marks

Linked statements information, which will be largely generalised but must refer to the named case study.

In Egypt they built the Aswan Dam that produces hydroelectricity and irrigation for the farmers. In Bangladesh they have built cyclone shelters to protect the people from the weather during the monsoon.

Annotation

- **L2 Named development**
- **L2 Clear description**

Question 5: Globalisation

- 5 (a)** 2×1 **(2 marks)**
Larger area for growing crops. A greater range of crops can be grown. More than one harvest can be obtained in a year. Less danger of crop failure due to drought. Stops flooding. Produces H.E.P. Less danger in times of conflict of losing water supply. Potential for industrialisation. Increased drinking water in desert areas. **AO1 – 2**
- 5 (b) (i)** Turkey **(1 mark)**
 AO3 – 1
- 5 (b) (ii)** 3 **(1 mark)**
 AO3 – 1
- 5 (b) (iii)** 1×2 **(2 marks)**
Water is held back behind the dams in Turkey so there is less water flowing into Syria. Turkey can control amount of water entering Syria. **AO2 – 2**
- 5 (c)** 1×2 or 1×1 + 2×1 **(3 marks)**
Become dependent on selling produce to gain money to buy food. Agriculture may fail so no money coming in to buy food. Subsistence economy likely to provide enough food for the farmer and his family. Cash farming can put farmer in debt because of the need for fertiliser and technical equipment. May lead to salinisation if farmers not expert when using irrigation which may be necessary to produce cash crops. Loss of land leading to poverty. **AO1 – 3**
- 5 (d) (i)** 88 **(1 mark)**
 AO3 – 1
- 5 (d) (ii)** 16 **(1 mark)**
 AO3 – 1

- 5 (d) (iii)** The candidate must make use of the information and relate to the rise of the NICs. The factors given must be elaborated to show how they have been important in the growth of industry. Candidates are not required to show knowledge of East Asia but any detail from their study of China should be credited. **(4 marks)**
AO2 – 4

Level 1 (Basic) 1-2 marks

Simple statements developing one or more of the factors listed but not relating them to the growth of industry.

Government legislation has been passed that encourages the growth of the industry. The long working hours mean that the workers produce more while they are at work. Health and Safety regulations are not as strict so firms are willing to set up industry there.

Annotation

- **L1 Simple development of factor(s)**

Level 2 (Clear) 3-4 marks

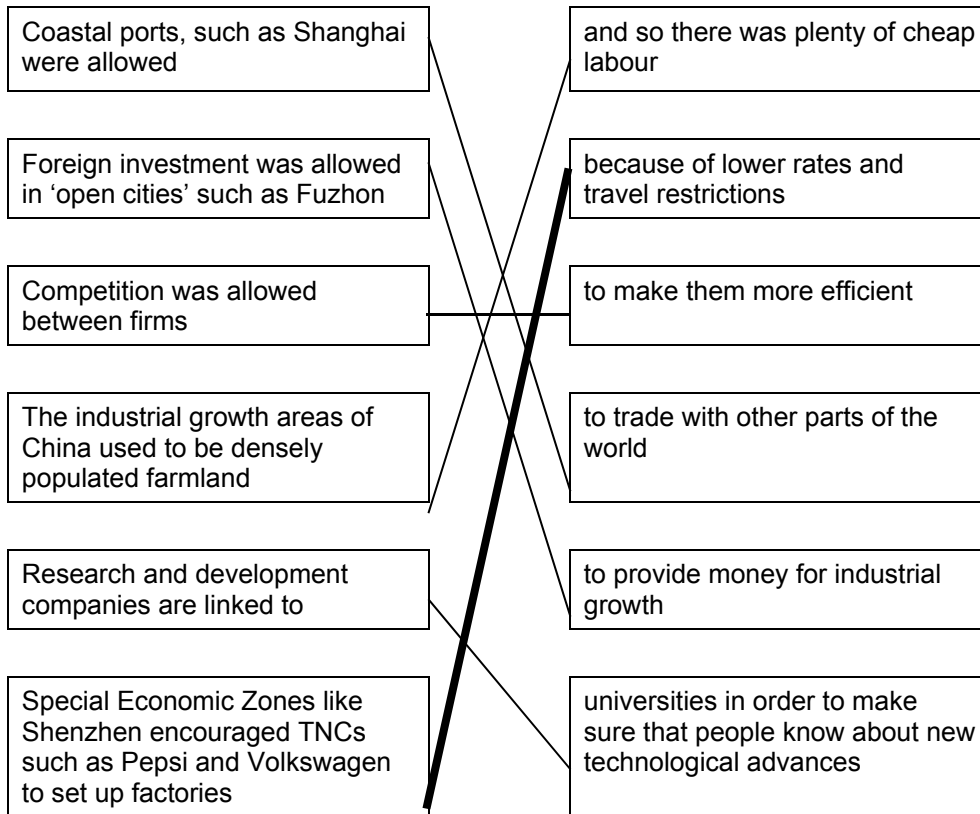
Linked statements showing the importance of the factor to the development of industry.

Government have passed laws which have set up areas where new industries do not have to pay taxes. The long working hours plus low wages means that it is profitable for industry to be set up there. Lax health and safety laws mean that firms have to spend so much money on this as they would in other countries and so their costs are lower making them more profitable.

Annotation

- **L2 Clear link to how factor impacts on growth of industry**

5 (d) (iv)



(4 marks)

AO1 – 4

- 4 marks if 4 or 5 correct
- 3 marks if 3 correct
- 2 marks if 2 correct
- 1 mark if 1 correct

- 5 (e)** At least a named example is required to get into Level 2. **(6 marks)**
Answer may focus on distribution but can include other general features such as inputs, outputs, physical and human factors, processes and impacts. **AO1 – 4**
Advantages and disadvantages. **AO2 – 2**

Level 1 (Basic) 1-4 marks

Largely generic description of a TNC and no indication of a named example.
TNCs have their headquarters in the west and have branches. In many other countries. Administration, research and development is done in rich countries and the manufacturing takes place in poor countries.

Annotation

- **L1 Simple generalised non-specific facts**

Level 2 (Clear) 5-6 marks

Linked statements which although still largely generic will be relevant to the named example.

The headquarters of Pepsi Cola is in the USA. There are manufacturing plants in Brazil and India. The manufacture of Adidas sports shoes is done in poor countries like Thailand and Indonesia but the headquarters are in Germany.

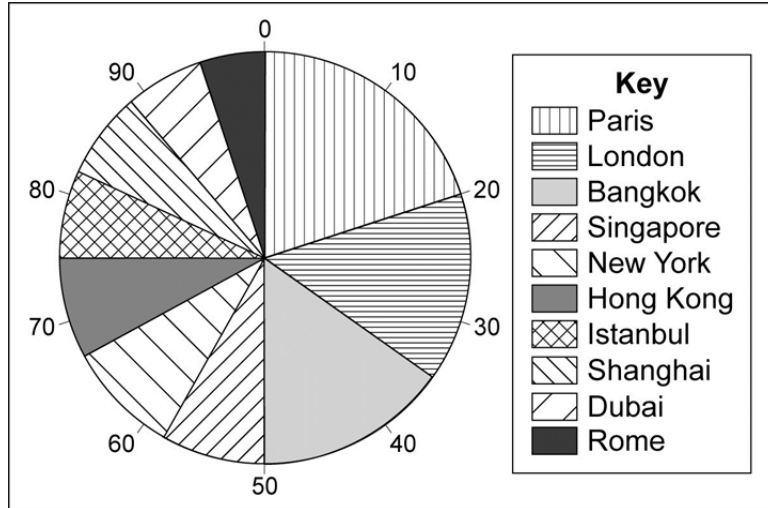
Annotation

- **L2 Named TNC**
- **L2 Clear description of location**
- **L2 Clear description of features of TNC**

Question 6: Tourism

6 (a) (i) Completed graph 1 mark for line dividing the two categories and 1 mark for the correct shading. If dividing line incorrect no shading mark. **(2 marks)**

AO3 – 2



6 (a) (ii) 15% **(1 mark)**

AO3 – 1

6 (a) (iii) 2×1
 Shopping. Entertainment (theatres etc.) Historical buildings. Sporting venues.
 Visiting bazaars. Visiting ethnic areas not changed by colonial presence.
 Cultural. Max 1 on one aspect.

(2 marks)
AO1 – 2

- 6 (b) (i)** **Either** 2×1 (one physical and one human feature) **(2 marks)**
Must be obvious what is being referred to. Arrow to feature. Labels both pictures – Max 1

AO2 – 1
AO3 – 1



or 2×1 (one physical and one human feature)



- 6 (b) (ii)** 2×2 or 3×1 + 1×1 **(4 marks)**
Accept a named location from within a National Park.

AO1 – 4

Coastal resort

There is the sea for swimming. There is a beach to sunbathe on. There is a funfair with rides.

National Park

People can climb to the top of mountains and have magnificent views. People can go sailing on lakes.

- 6 (b) (iii)** The coping strategies should be relevant to the chosen type of tourist area. **(4 marks)**
A specific case study is not required, but credit any specific information.

AO2 – 4

Coastal Resort

Level 1 (Basic) 1-2 marks

Simple statements not really related to how they help the resort cope with large numbers of visitors.

Build more hotels. Improve the transport links. Lengthen the holiday season. Provide lots of entertainment. Car parks. Park and ride. Traffic management.

Annotation

- **L1 Simple lists of strategies**

Level 2 (Clear) 3-4 marks

Linked statements showing how the resort copes with large numbers of visitors.

Build more hotels and provide more bed and breakfast facilities so there is plenty of accommodation for the visitor. Improve the transport links so that there is less traffic congestion during the peak holiday period.

Annotation

- **L2 Clear link between strategy and management of tourism impact**

National Park

Level 1 (Basic) 1-2 marks

Simple statements not really related to how they help the National Park cope with large numbers of visitors.

Improve the transport links. Create honeypot areas. Increase public transport. Car parks. Park and ride. Traffic management.

Annotation

- **L1 Simple lists of strategies**

Level 2 (Clear) 3-4 marks

Linked statements showing how the National Park copes with large numbers of visitors.

Improve transport links so the visitors can be spread more evenly over the area of the National Park. Improve public transport so that visitors do not have to bring their cars.

Annotation

- **L2 Clear link between strategy and management of tourism impact**

6 (c) (i) 2×1 (2 marks)
Puerto Rico has the largest number of visitors. Jamaica has 1,250,000 visitors.
Puerto Rico has over 3 million visitors. Islands nearer USA attract more people. AO2 – 2

6 (c) (ii) (6 marks)
A case study is required here so at least a name is required to access Level 2.
Accept physical and human attractions.
If not in the tropics maximum Level 1. AO1 – 5
AO2 – 1

Level 1 (Basic) 1-4 marks

Simple statements largely generic and no reference to a named example.

There are beautiful beaches. The climate is hot. There are opportunities to see native culture.

Annotation

- **L1 Simple non-specific statements**

Level 2 (Clear) 5-6 marks

Linked statements with still largely generic descriptions but which are relevant to the named examples.

Barbados has the warm sea and beautiful beaches of the Caribbean. In Kenya it is possible to see wild animals on a safari drive.

Annotation

- **L2 Named case study**
- **L2 Relevant case study exemplification**

6 (c) (iii) 1×2 (2 marks)
Not restricted to the topical world.
Along the Mombassa coast the anchors of the tourist boats are destroying the coral. The breeding habits of the animals in the safari parks are being interrupted by the large number of tourists in minibuses. Litter must be qualified. AO1 – 2
Type of litter and impact (2 marks). Accept references to global warming as long as it is related to transport.